

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION**

THREE YEAR TECHNOLOGY PLAN

TABLE OF CONTENTS

I.	Executive Summary.....	2-6
II.	Technology Inventory	7-8
III.	Three Year Goals and Objectives.....	9-18
IV.	Three Year Implementation Strategies/Activities Tables	19-40
V.	Funding Plan	42-43
VI.	Professional Development.....	44-52
VII.	Evaluation Plan.....	53-54

Appendix I – 2003 NJ Department of Education School Technology Survey

PART I

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Department of Human Services, Office of Education has been committed to educational technology as a means of maximizing learning and developing appropriate skills for the 21st century. This Three Year Technology Plan continues the major initiatives as set forth by the Office of Education in its year 2001-2004 Technology Plan and recognizes the tremendous progress that has been made in the development and implementation of technology into its educational environments.

Students within the Department of Human Services, Office of Education schools are diversified, complex and generally unmotivated learners. Most are classified in need of special education and are enrolled within the Office of Education's schools for a short time period. Since there is a zero-reject policy within the Office of Education, it accepts student on a state-wide basis from a myriad of social services agencies. Despite the level of academic achievement, learning handicap or transience, students are mandated to receive all of the same services and to comply with the same laws and regulations as are all other students within the state. The challenge is one of identifying and implementing programs which are appropriate, motivating and result-oriented.

Technology provides the basis for meeting many of the learning and motivational needs of these students. Through the infusion of technology into the learning environment, students' interest is attained and maintained; students follow a structured learning sequence and student achievement is able to be measured and credited for transfer to the community school.

During the last three years, the Department of Human Services, Office of Education has completed those objectives as stated in its previous Technology Plan. Most notable is the fact that a statewide education network has been established, that links the department's schools as well as other schools and learning environment. This network will serve as the framework for the development of new courses and curricula to improve and supplement the current curricular offerings.

Additionally, video conferencing equipment has been purchased and is being installed in each of the schools. This will permit students to participate in interactive activities, shared learning, employment interviews and case management events.

Computer assisted instruction has improved upon academic and basic skills achievement levels student gains in reading and math have been evaluated and applauded. An Assistive Technology Education Achievement Model (A-TEAM) has been introduced to provide assessment and appropriate assistive technologies to underachieving students.

The focus of the 2004-2007 Technology Plan is three fold. First, the current education network will be refined and expanded so that added populations are able to benefit from its educational impact. Secondly, staff development activities will be emphasized with the goal of assuring that instructional staff is confident and comfortable in the application of the

technology to the learning environment. Third, assistive technologies will be further researched and applied to the classroom by the newly-created A-TEAM.

The Technology Plan has served as a valuable tool in the development of technology initiatives. It has directed the activities within each of the areas and has given administration and instructional staff a clear view of the present and the future of technology within the Department of Human Services' Office of Education's schools.

The goals and objectives, developed to accomplish this three-pronged technology initiative are described in Part III of this plan, and are here summarized.

- I. Each DHS-OOE schools will have adequate budget support to implement each of the goals and objectives as set forth in this plan.
- II. Each of the DHS-OOE schools will have access and connectivity to a world-wide infrastructure.
- III. The DHS-OOE will assure that the plan will be reviewed and updated as determined by the technology consortium and supported by relevant data.
- IV. An Intra-office technology work group will assure that technology is applied to the classroom and appropriate to students.
- V. Assess the computer training needs of instructional staff and provide training and technology assistance in areas of need.
- VI. Assess the computer training needs of students as they relate to the Core Curriculum Content Standards for technology literacy and provide instruction in each of those content areas.
- VII. Students will demonstrate achievement in functional academic, vocational and interpersonal skills through the use of technology-based instruction.
- VIII. Students will have access to a range of community-based programs that provide vocational training, tutoring and high school completion courses.
- IX. The "Technology for Life and Learning Center" will expand its technology services to include "at-risk" assessments and services.

VISION:

The DHS – OOE vision is that interactive, integrated instructional technology will motivate students, facilitate achievement, mitigate learning deficiencies and promote adult confidence, competitiveness and competence. Mission – To utilize instructional technology as the great equalizer for students with disabilities.

It is the philosophy of the DHS – OOE that an appropriate education must prepare students to lead independent and constructive lives commensurate with their individual abilities and interests. All individuals are capable of growth and maturation and access to and participation in education is a fundamental right.

This philosophy incorporates a list of indicators which reflects a commitment to the identification, implementation and evaluation of best practices on a continuous basis. These indicators connect the OOE's basic philosophy with the use of instructional technology as a basis for the development of the Technology Plan.

Professional Leadership: Administrators commit to the integration of instructional technology into all appropriate aspects of the learning environment.

Competent Staff: Staff understand and integrate instructional technology into the classroom; demonstrate comfort and confidence in instructing students in the use of instructional technologies and demonstrate student achievement and proficiencies through the use of technology.

Engaged Students: Students are active participants in the learning process; utilize instructional technologies as learning tools and progress in academic, vocational and affective curricular areas through interactive and innovative activities.

Applied Learning: Educational goals and objectives for each student are applied to individual and real life needs with technology applications described for each.

Interdisciplinary Planning: Teachers collaborate in developing instructional sequences which connect to a central theme or focus and compliment and reinforce concepts presented.

Least Restrictive Environment: Students learn in a variety of educational settings with emphasis on that which is the least restrictive and reflective of worldwide resource.

Integrated Curriculum: Instructional technology is integrated into the daily curriculum and functional activities which occur in the classroom. Students learn through thematic, integrated and interactive clusters, which are meaningful and age-appropriate.

Instructional Interactivity: Interactivity is an integral part of the educational environment. Students interact with objects, teacher, classmates and students at remote locations.

Efficient and Cost Effective Education: Careful research and planning yield purchases and products which are appropriate to students, to the learning objective and to future use and applications.

Community of Learners: The school is an enriched community, which nurtures the curiosity and needs of individual students; provides opportunities for ego development and recognizes all students for individual achievements.

Worldwide Access: Students will have access to a world of information and interactions through the integration of technology in the learning environment.

Successful Transitioning: Technologies will enable students to transition from the state school to community school, work and family in a smooth, seamless continuum.

PART II

TECHNOLOGY INVENTORY

TECHNOLOGY INVENTORY

- A. Computer equipment consists of 421 Macintosh, 267 PC's and 39 laptop computers (20 Mac and 19 Win) in our educational programs. Macintosh OS consist of 9.x. – 10.2.x. Windows OS 98 Second Edition – XP. All computers are in compliance with current industry standards. Minimum memory requirements are 128 RAM or higher, depending on which OS is utilized. Ninety-eight percent of these computers are networked and plans are in place to connect the other 2%. We have 42 video conferencing stations (Sony) and all DHS-OOE sites will have video conferencing capabilities.

We are presently using software programs such as NCS-Learn K-12 (CCC), Math in the Workplace, MS Office applications, Discover, Abilities and Possibilities, Career Scope, Employment Inventory and the TABE, and MBA Assessment Program. Snap servers are networked so students aren't required to access CDs and student application data is saved in one location versus local HD. All facilities are hardwired with CAT 5e Ethernet wire.

ATM circuits, video systems and TIENet (web based computerized IEP/IPP program) have maintenance contracts and are renewed yearly. Computer equipment have limited warranties, one to three years. State procurement does not allow extended contracts on computer equipment (desktops), servers are allowed to have extended warranties. Phone and cellular systems are being used to ensure the students' safety in and out of the classroom.

Technology Liaison Staff (TLS) are trained in computer solutions and liaisons to the OOE's Educational Technology and Support Unit. They assist site staff with minor computer problems, which may arise. This office also employs a help desk for site staff and TLS to call for support. Educational facilities are hard wired for better network connectivity. We are presently working on getting DirecTV in 18 Regional Schools.

- B. Plans are in place to upgrade existing equipment that eventually will not meet Industry Standards. Fifteen percent of the first year's budget will be allocated to replace and/or add computers to our educational programs. Twenty-five percent of the budget will be utilized the second and third years. Software upgrades; additional memory; operating systems upgrades and patches will be configured once released from IT vendors.

PART III:
THREE YEAR GOALS AND OBJECTIVES

GOALS AND OBJECTIVES

GOAL I: Each of the DHS-OOE schools will have adequate budget support to implement each of the goals and objectives as set forth in this plan.

Objective 1-A: *Funding sufficiency will be assured for purchases of necessary equipment, supplies as well as maintenance and technical assistance through the school budget process for fiscal years 2005, 2006 and 2007.*

Objective 1-B: *Alternate funding sources will be incorporated into the Technology Plan objectives to assure the maximizing of all available money.*

Objective 1-C: *Supplemental funding for technology initiatives will be sought through federal and state grant sources and through application to the Universal Services Fund.*

GOAL II: Each of the DHS-OOE schools will have access and connectivity to a world-wide infrastructure.

Objective II-A: *Student records and child study information will be maintained on an internet based system entitled "TIE-NET", which will be used by each of the schools within the OOE system..*

Objective II-B: *The OOE's Technology for Life and Learning Center (TLLC) will utilize the network as a means for student referral for evaluation and services and as a means to train providers, parents and college students.*

Objective II-C: *All schools within the DHS will be connected for the purposes of administrative meetings, routine main and data transmittal, training sessions and case management meetings.*

Objective II-D: *Specialized programs and experts, from other states and nations, can be presented to staff and students to supplement curriculum and provide awareness and training in specific programs and services.*

GOAL III: The OOE will assure that the plan will be reviewed and updated as determined by the technology consortium and supported by relevant data.

Objective III-A: *A cadre of new members will be selected and appointed to the DHS-OOE's Technology Consortium for the three year period of this plan by September of 2004.*

Objective III-B: *Member of this Consortium will be oriented by December, 2004 so that there is a sufficient understanding of their roles and responsibilities.*

Objective III-C: *Two meetings will be held during the course of each of the school years within the time span of this Three Year Plan.*

Objective III-D: *Outcomes and recommendations of each of those meetings will be noted and used to revise and refine the Three Year Technology Plan.*

GOAL IV: An intra-office technology work group will assure that the technology is applied to the classroom and appropriate to students.

Objective IV-A: A cross section of OOE administrators, supervisors, instructional staff and technicians will be appointed to an intra-office Technology Work Group by October 15, 2004.

Objective IV-B: The work group will review the Technology Plan and assume various assignments for objective implementation within the schools and classrooms by November 30, 2004.

Objective IV-C: The Technology Work Group will meet at least every month to discuss the various technology applications, to delineate implementation obstacles and to make recommendations for changes in procedures or methods.

Objective IV-D: Minutes of the Technology Work Group will be shared with OOE staff and recommendations for any broad actions will be presented to the Director.

GOAL V: Assess the computer training needs of instructional staff and provide training and technical assistance in areas of need.

Objective V-A: *An assessment of staff training needs in the area of technology will be conducted annually by September 30th.*

Objective V-B: *Assessment results will be collated by the OOE's Technology Coordinator in cooperation with the OOE's Professional Development Coordinator by December 1 of each year.*

Objective V-C: *A Technology Training Plan will be developed annually by January 1st to reflect the staff needs in the area of technology.*

Objective V-D: *Technology training will be provided to all administrative and instructional staff based on a pre-established schedule and program description and will include various training methods (group sessions, hands-on training, classroom tutoring, internet training and distance learning sessions).*

Objective V-E: *Approximately 35% of the OOE's instructional staff will participate in the computer assisted preparatory program for the International Computer Driver's License.*

Objective V-F: *Select staff leaders will be appointed to conduct regional and in-school orientation and training to key staff within each of the schools by May 1st.*

Objective V-G: *A post assessment of technology skills will be conducted in May of each year to determine the relative success of the training sequences.*

Objective V-H: *All participating staff members will complete an evaluation of the technology training program and make recommendations for its improvement by June 1st of each year.*

GOAL VI: Assess the computer training needs of students as they relate to the Core Curriculum Content Standards for technology literacy and provide instruction in each of those areas.

Objective VI-A: *Each instructional staff member will assess the level of student technology skills within two weeks of the student's assignment to class.*

Objective VI-B: *Students will be placed into the International Computer Drivers License program and will progress through a variety of computer applications.*

Objective VI-C: *Students will continuously participate in technology infused classes, which instruct and reinforce technology applications and understandings.*

Objective VI-D: *Students will be post tested in technology skills in June of each year and will use the ICDL curriculum as a basis for achievement.*

Objective VI-E: *Students with severe cognitive delays and/or multiply handicaps will demonstrate a means of computer access as recommended by the technology A-Team and TLLC staff.*

GOAL VII: Students will demonstrate achievement in functional academic, vocational and interpersonal skills through the use of technology-based instruction.

Objective VII-A: *Students will be placed into a district-wide computer assisted software program that incorporates an array of courses in academic and employability skills, within three weeks of entry into a school.*

Objective VII-B: *Student achievement will be measured in the areas of academic and vocational skills on a quarterly basis.*

Objective VII-C: *Beginning February 2005, and ongoing thereafter, students will participate in shared learning programs with other students both within the DHS network and throughout the State of New Jersey.*

Objective VII-D: *Curriculum supplements will be made available to students through the incorporation of a DirecTV Goes to School Program, beginning November 15, 2004.*

Objective VII-E: *Specialized programs available through the Access NJ portal will be integrated into the district curriculum to reinforce learning and motivate students.*

Objective VII-F: *The use of the internet as a learning tool will be emphasized in all curricular areas beginning September 15, 2004.*

GOAL VIII: Students will have access to a range of community-based programs that provide vocational training, tutoring and high school completion courses.

Objective VIII-A: *Community-based sites will be connected to the OOE's education network.*

Objective VIII-B: *Computers and video conferencing equipment will be made available to each program.*

Objective VIII-C: *Program models will be developed as appropriate to each of the students.*

Objective VIII-D: *A technology infused curriculum will be implemented within each of the sites.*

GOAL IX: The Technology for Life and Learning Center will expand its technology services to include “at risk” assessments and services.

Objective IX–A: *“A-TEAM” assessments will be administered to referred students in areas of vocational readiness and educational diversity.*

Objective IX-B: *Students will be provided with appropriate technologies which are appropriate to their needs and will facilitate individual achievement.*

Objective IX-C: *Prescribed student technologies will be implemented into the classroom environment through the hands on technical assistance of an “A-TEAM” staff member.*

PART IV:

THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES TABLES

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL I: Each of the DHS-OOE schools will have adequate budget support to implement each of the goals and objectives as set forth in this plan.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
<p>Objective I-A: <i>Funding sufficiency will be assured for purchases of necessary equipment, supplies as well as maintenance and technical assistance through the school budget process for fiscal years 2005, 2006 and 2007.</i></p>	<p>I-A:1 - Assurances will be given for the full implementation of plan objectives.</p> <p>I-A:2 – Research will be done to maximize technology funds; meetings will be held with vendors to select the most competitive prices and collaborative agreements for loan or pilot will be formulated.</p>	<p>I-A:1 – The Three Year Technology Plan will be reviewed and a list of implementation costs developed.</p> <p>I-A:2 – A budget for all required technologies and technology-related services will be developed by October 30 of each year.</p>
<p>Objective I-B: <i>Alternate funding sources will be incorporated into the Technology Plan objectives to assure the maximizing of all available money.</i></p>	<p>I-B:1 – Federal and state funding sources and grants will emphasize technology initiatives and services.</p> <p>I-B:2 – A collaborative effort will be made to integrate each funding source to some aspect of the Technology Plan objectives.</p> <p>I-B:3 – A comprehensive budget will maximize funds and promote the full implementation of plan objectives.</p>	<p>I-B:1 – A review of all funding sources within the office will highlight available technology funding streams.</p> <p>I-B:2 – Components of the Technology Plan will be shared among the available funding streams within the OOE.</p> <p>I-B:3 – A total technology budget will be presented to the Director, OOE which assigns various components of the Technology Plan to a specific source of funding.</p>

<p>Objective I-C: <i>Supplemental funding for technology initiatives will be sought through federal and state grant sources and through application to the Universal Services Fund.</i></p>	<p>I-C:1 – Research will be continuously conducted into public grant proposal requests or private grant announcements to facilitate technology development and expansion.</p> <p>I-C:2 – Grant applications will promote the creative applications of instructional technology, will assure optimal access to all students, and will enhance achievement in Core Curriculum Content areas.</p>	<p>I-C:1 – Supplemental grants will be developed to further enhance technology initiatives.</p> <p>I-C:2 – Application will be made to the Universal Services Fund by January of each year.</p>
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**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL II: Each of the DHS-OOE schools will have access and connectivity to a world-wide infrastructure.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective II-A: <i>Student records and child study information will be maintained on an internet based system entitled "TIE-NET", which will be used by each of the schools within the OOE system..</i>	<p>II-A:1 – Administrative and student data will be accurate, current and ready for transfer or analysis upon request. This will assure that students are properly credited for courses and that transitioning is smooth.</p> <p>II-A:2 – Annually by September, a review of the TIE NET system will indicated any needs for expansion, refinement or further development.</p> <p>II-A:3 – Keeping the TIE system current will enable all students the optimal benefit of remedial services and school success. TIE report cards and notices will be sent to parents.</p>	<p>II-A:1 – All administrative data and student records will be maintained electronically with reports forthcoming monthly or as requested.</p> <p>II-A:2 – TIE NET will be expanded to include additional administrative and program data annually until all needs are met.</p> <p>II-A:3 – The TIE system will be updated annually as required by administrators or as modified by the vendor.</p>
Objective II-B: <i>The OOE's Technology for Life and Learning Center (TLLC) will utilize the network as a means of completing student referral, evaluations and services and to train providers, parents and college students.</i>	<p>II-B:1 – This process of employing video conferencing as a means of expediting student referral and assessment will enable more students access to the TLLC in a more expedient manner.</p> <p>II-B:2 – Assistive technology expertise will be shared with other education agencies and families to assist each</p>	<p>II-B:1 – Protocols will be created to enable the TLLC network to accept student referrals and to provide some elements of assessment through video conferencing by June, 2005.</p> <p>II-B:2 – A system of guidelines and pilot conferences will be completed by September, 2005 to offer training in</p>

	student in utilizing prescribed technologies.	assistive technologies to parents, college students and affiliated agencies.
Objective II-C: <i>All schools within the DHS will be connected for the purposes of administrative meetings, routine main and data transmittal, training sessions and case management meetings.</i>	<p>II-C:1 – School administrators will have additional time to work with staff and students expediting meeting and eliminating travel.</p> <p>II-C:2 – Instructional staff will have input into the formation of an annual plan for video conferencing of select training sessions and seminars.</p> <p>II-C:3 – Child study team members will serve more students within a shorter time sequence through video conferencing leaving added time for in-class interventions.</p>	<p>II-C:1 – OOE administrative meetings will make use of the education network by September, 2004.</p> <p>II-C:2 – A series of professional development programs, suitable for video conferencing, will be developed and scheduled by December, 2004.</p> <p>II-C:3 – Child study members will use video conferencing as a primary means of servicing students by January, 2005.</p>
Objective II-D: <i>Specialized programs and experts, from other states and nations, can be presented to staff and students to supplement curriculum and provide awareness and training in specific programs and services.</i>	II-D:1 – OOE technology and program staff will examine the video portal website and other web-based resources and will gather information from local and state technology groups relative to video program offerings.	II-D:1 – A monthly program will be created and disseminated throughout the DHS network of schools to announce virtual trips, special workshops, training sessions or educational events.

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL III: The OOE will assure that the plan will be reviewed and updated as determined by the technology consortium and supported by relevant data.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective III-A: <i>A cadre of new members will be selected and appointed to the DHS-OOE's Technology Consortium for the three year period of this plan by September of 2004.</i>	<p>III-A:1 – A widely diversified group will be nominated to assure that technology planning is inclusive and appropriate to all students.</p> <p>III-A:2 – The group will consist of educators, business partners, government officials, parents/advocates and community people.</p>	<p>III-A:1 – Future members of the Technology Consortium will be nominated by instructional staff, administrative staff, educational partners and advocacy groups.</p> <p>III-A:2 – A group of 10-12 people will be selected to serve a three year term as Technology Consortium members.</p>
Objective III-B: <i>Member of this Consortium will be oriented by December, 2004 so that there is a sufficient understanding of their roles and responsibilities.</i>	III-B:1 – Orientation will consist of printed material, a video presentation and group discussion.	III-B:1 – Members will learn about the DHS student population and the Three Year Technology Plan.
Objective III-C: <i>Two meetings will be held during the course of each of the school years within the time span of this Three Year Plan.</i>	<p>III-C:1 – Technology Consortium members will be kept well informed of technology activities, so that appropriate issues and recommendations are discussed.</p> <p>III-C:2 – Instructional staff and parents will be informed of technology activities and recommendations and will be able</p>	<p>III-C:1 – An agenda will be prepared for each meeting one month prior to the meeting date to allow Technology Committee member adequate time to review information and meeting objectives.</p> <p>III-C:2 – A summary of each meeting will be placed on the OOE website.</p>

	to apply materials and ideas to the classroom.	
Objective III-D: Outcomes and recommendations of each of those meetings will be noted and used to revise and refine the Three Year Technology Plan.	III-D:1 – The plan will be flexible, appropriate and current.	III-D:1 – Recommendations will be prioritized and incorporated into the plan as appropriate.

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL IV: An intra-office technology work group will assure that the technology is applied to the classroom and appropriate to students.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective IV-A: <i>A cross section of OOE administrators, supervisors, instructional staff and technicians will be appointed to an intra-office Technology Work Group by October 15, 2004.</i>	<p>IV-A:1 – Each staff member within the OOE schools will have the opportunity to recommend a person for the work group and will write a rationale for the recommendation as it pertains to the promotion of technology objectives.</p> <p>IV-A:2 – The Intra-Office Technology Workgroup will be representative of various levels of instructional staff within a variety of subject matter components</p>	<p>IV-A:1 – Recommendations will be made for instructional staff and supervisors within the OOE schools to serve on an Intra-Office Technology Workgroup.</p> <p>IV-A:2 – A selection of 12-15 members will be made by the Director, OOE in collaboration with administrative staff of the OOE.</p>
Objective IV-B: <i>The work group will review the Technology Plan and assume various assignments for objective implementation within the schools and classrooms by November 30, 2004.</i>	<p>IV-B:1 – The orientation will stress the need for technology as a means of accomplishing Core Curriculum Content Standards and promoting equity among students.</p> <p>IV-B:2 – Each Workgroup member will participate in discussions relative to each of the objectives and will recommend strategies for their completion. Each Workgroup member will select those objectives of greatest interest and expertise.</p>	<p>IV-B:1 – Each Technology Workgroup member will be oriented to the Three Year Technology Plan and all of the goals and objectives contained herein.</p> <p>IV-B:2 – Each of the Technology Workgroup members will be assigned to act as resources and to provide oversight to specific objectives.</p>

	IV-B:3 – The Workgroup members list will appear on the OOE website.	IV-B:3 – A list of workgroup members and areas of responsibility will be sent to each staff member.
Objective IV-C: <i>The Technology Work Group will meet at least every month to discuss the various technology applications, to delineate implementation obstacles and to make recommendations for changes in procedures or methods.</i>	<p>IV-C:1 – Meetings may take place either as a full Workgroup, partial group or with a specific individual. Those involved in each meeting will be selected based upon the need for additional progress in meeting the objective activities with others.</p> <p>IV-C:2 – Each staff member will receive an e-mail on the Workgroup activities each month and will be able to send ideas or recommendations back to Workgroup members.</p>	<p>IV-C:1 – Monthly meetings will be scheduled to check on the status of each objective.</p> <p>IV-C:2 – Notes from each of the meetings will be shared among Workgroup members and OOE instructional staff via e-mail.</p>
Objective IV-D: <i>Minutes of the Technology Work Group will be shared with OOE staff and recommendations for any broad actions will be presented to the Director.</i>	<p>IV-D:1 – Recommendations which will enhance the opportunities for equity, access or achievement will be presented to the Technology Committee for input and additional accomplishment strategies.</p> <p>IV-D:2 – Suggestions for new strategies, supplemental funding or improved systems will accompany any recommendation given to the Director, OOE.</p>	<p>IV-D:1 – Workgroup recommendations will be shared with Technology Committee members at routine meetings or, if necessary, between meetings via e-mail, telephone or video presentation.</p> <p>IV-D:2 – Recommendations which require administrative endorsement and action will be presented to the Director, OOE.</p>

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL V: Assess the computer training needs of instructional staff and provide training and technical assistance in areas of need.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective V-A: <i>An assessment of staff training needs in the area of technology will be conducted annually by September 30th.</i>	<p>V-A:1 – Assessment will occur through the use of the ICDL software program and a self-analysis format.</p> <p>V-A:2 – Supervisors will be assessed through hands-on performance and observations by instructional technology staff.</p>	<p>V-A:1 – Instructional staff will be assessed to determine their levels of skill and comfort in integrating technology to the classroom.</p> <p>V-A:2 – School supervisors will be assessed to determine levels of technology skill.</p>
Objective V-B: <i>Assessment results will be collated by the OOE's Technology Coordinator in cooperation with the OOE's Professional Development Coordinator by December 1 of each year.</i>	<p>V-B:1 – Training needs will be prioritized in terms of the level of training and the training area, and a frequency distribution of each will be developed which will depict priority needs.</p> <p>V-B:2 – The method of training will be depicted along with each training area. Various methods will be utilized, inclusive of internet training, ICDL software training, group training offered by OOE staff and individual assistance.</p>	<p>V-B:1 – All of the technology training needs will be listed and prioritized.</p> <p>V-B:2 – The prioritized list of training needs will form the basis for the multi-year technology training program which will be developed by November 15.</p>
Objective V-C: <i>A Technology Training Plan will be developed annually by January 1st to reflect the staff needs in</i>	V-C:1 – Where possible, each training area will present a choice of training methods so that staff can learn in a	V-C:1 – A list of all proposed training areas and training methods will be e-mailed to instructional staff for input.

<i>the area of technology.</i>	<p>way that is compatible to individual learning style preference.</p> <p>V-C:2 –The Three Year Training Plan will be placed on the OOE website for staff review and information.</p> <p>V-C:3 – An evaluation of the training plan results indicate a change in methods or content for the subsequent year.</p>	<p>V-C:2 – The refined training areas and methods will form the Three Year Technology Training Plan (2004-2007).</p> <p>V-C:3 – The Three Year Technology Training Plan will be revised annually by January 1 in accordance with the training plan evaluation.</p>
Objective V-D: <i>Technology training will be provided to all administrative and instructional staff, based on a pre-established schedule and program description and will include various training methods (group sessions, hands-on training, classroom tutoring, internet training and distance learning sessions).</i>	<p>V-D:1 – Training blocks will be established to optimize technology training activities, to assure equitable training opportunities among staff and to minimize distribution to regularly scheduled classes.</p> <p>V-D:2 – The three month training schedule will be e-mailed to each staff member so that each is aware of his or her obligation for training participation.</p> <p>V-D:3 – Staff will be evaluated after each training session in terms of his or her ability to perform the application and integrate it into the classroom subject matter.</p>	<p>V-D:1 – Staff schedules will be examined so that ideal training periods and days can be established.</p> <p>V-D:2 – A schedule of training sessions will be developed for each three month period and staff will be required to attend those in which he or she is assigned.</p> <p>V-D:3 – Staff will be expected to perform each application highlighted by the training session or will receive added in-class support.</p>
Objective V-E: <i>Approximately 35% of the OOE's instructional staff will participate in the computer assisted preparatory program for the International Computer Driver's License.</i>	V-E:1 – The highest performing one-third of the staff will be selected to engage in this ICDL program as a motivational program which results in the award of a recognized intern.	V-E:1 – Those staff who demonstrate technology application at the advanced levels will be placed into a preparatory program leading to the test for the International Computer Drivers License.

	<p>V-E:2 – A variety of arrangements will be made to compliment the schedule and training needs of each of the instructional staff.</p> <p>V-E:3 – The award of International Computer Drivers Licenses will motivate staff to gain skills and will grant recognition to those who achieve</p>	<p>V-E:2 – Staff will be given adequate time to participate in this training sequence until program completion.</p> <p>V-E:3 – Staff who complete the electronic training program will be permitted to take the test for the International Computer Drivers License.</p>
<p>Objective V-F: <i>Select staff leaders will be appointed to conduct regional and in-school orientation and training to key staff within each of the schools by May 1st.</i></p>	<p>V-F:1 – All staff will have the opportunity to compete for these positions.</p> <p>V-F:2 – Announcement of selected staff will be done via e-mail, website and monthly newsletter.</p> <p>V-F:3 – Selected technology training staff will be trained to integrate technology to all Core Curriculum Content areas and to demonstrate a multi-media approach to instruction.</p>	<p>V-F:1 – Staff from each region of the state will be selected by the OOE Technology Manager, after training performance is reviewed.</p> <p>V-F:2 – Selected technology training staff will be announced to all instructional and administrative staff.</p> <p>V-F:3 – Selected technology training staff will be oriented to the overall technology training objectives and will be available to all staff within the designated region.</p>
<p>Objective V-G: <i>A post assessment of technology skills will be conducted in May of each year to determine the relative success of the training sequences.</i></p>	<p>V-G:1 – Assessment will consist of hands-on demonstration of skills, self-analysis and achievements as noted in computer programs.</p>	<p>V-G:1 – Staff will be assessed at the end of the technology training program to note skill gains.</p>
<p>Objective V-H: <i>All participating staff members will complete an evaluation of the technology training program and make recommendations for its</i></p>	<p>V-H:1 – All staff have input into training session content, strategy and presenter.</p>	<p>V-H:1 – Staff will complete evaluations of each of the training sessions.</p>

<p><i>improvement by June 1st of each year.</i></p>	<p>V-H:2 – Consideration will be given to improving content areas and introducing new strategies.</p> <p>V-H:3 – The final evaluation will provide direction for the subsequent years Technology Training Plan.</p>	<p>V-H:2 – Staff will complete an evaluation of the entire technology training plan in terms of its content, strategies and processes.</p> <p>V-H:3 – A final evaluation will be developed based upon staff technologies, achievement indicators and staff evaluations.</p>
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**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL VI: Assess the computer training needs of students as they relate to the Core Curriculum Content Standards for technology literacy and provide instruction in each of those areas.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective VI-A: <i>Each instructional staff member will assess the level of student technology skills within two weeks of the student's assignment to class.</i>	<p>VI-A:1 – Student technology skills will be measured through a number of methods: performance, self-ratings, teacher observation, etc.</p> <p>VI-A:2 – The assessment will enable the teacher to prescribe appropriate levels and content areas of technology training for each student.</p>	<p>VI-A:1 – A format for student technology skill assessments will be developed by September, 2004.</p> <p>VI-A:2 – Each student will participate in the assessment process to determine the level of technology skill.</p>
Objective VI-B: <i>Students will be placed into the appropriate software program and will progress through a variety of computer applications.</i>	<p>VI-B:1 – Computer assisted instruction will benefit students by offering equitable access to all and by offering a continuum of technology skills.</p> <p>VI-B:2 – Students will participate in individualized programs which satisfy their training needs and motivate them.</p>	<p>VI-B:1 – Each student will have access to computer assisted instruction to develop technology skills.</p> <p>VI-B:2 – Placement into the computer assisted program will be commensurate with the student skill level and motivational level.</p>
Objective VI-C: <i>Students will continuously participate in technology infused classes, which instruct and reinforce technology applications and understandings.</i>	<p>VI-C:1 – Initial consideration will be given to the core subject area in which student performance is the most marginal.</p> <p>VI-C:2 – Professional Development Training sessions will correlate with the</p>	<p>VI-C:1 – Each year, administrators and teachers will select a Core Curriculum Content area in which to begin technology infusion.</p> <p>VI-C:2 – Meetings and activities will be scheduled throughout the ensure core</p>

	<p>curriculum infusion activities so that the learning process is actually applied to the curriculum.</p> <p>VI-C:3 – Multi-media lessons which integrate computer applications, shared learning, video streaming and virtual trips will be offered.</p>	<p>area has been integrated with technology lessons and activities.</p> <p>VI-C:3 – Instruction will be presented to students which infuse technology within each lesson and activity.</p>
<p>Objective VI-D: <i>Students will be post tested in technology skills in June of each year.</i></p>	<p>VI-D:1 – Post testing will consist of self-ratings, observation and computer-assisted instruction progress.</p> <p>VI-D:2 – Individual and group results will be provided to each teacher for refinement in class strategies and activities.</p> <p>VI-D:3 – Technology plan objectives and resources will be modified if insufficient progress is made in Year 1.</p>	<p>VI-D:1 –The same format will be used to post-test students as was used to pre-test.</p> <p>VI-D:2 – Student post-test results will be collated and analyzed.</p> <p>VI-D:3 – A final report of student advancement in technology skills and uses will be developed for this Director, OOE and the Technology Committee. Recommendations made in the report will be implemented in the subsequent year.</p>
<p>Objective VI-E: <i>Students with severe cognitive delays and/or multiply handicaps will demonstrate a means of computer access as recommended by the technology A-Team and TLLC staff.</i></p>	<p>VI-E:1 –Assessment interventions will vary and there will be a variety of assistive technologies applied until the most optimal assistive technologies will be tried.</p> <p>VI-E:2 – Recommendations will be made for specific technologies and strategies.</p>	<p>VI-E:1 – Students with severe cognitive delays/multiply handicapped will be served by the OOE's A-TEAM.</p> <p>VI-E:2 – The A-TEAM will provide a comprehensive assessment of each student and will conclude with recommendations.</p>

	<p>VI-E:3 – Instructional staff and the assessed students will be confident and comfortable in assistive technology applications and strategies.</p>	<p>VI-E:3 – Instructional staff will be assisted by the A-TEAM staff members to comfortably utilize specific technologies.</p>
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**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL VII: Students will demonstrate achievement in functional academic, vocational and interpersonal skills through the use of technology-based instruction.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective VII-A: <i>Students will be placed into a district-wide computer assisted software program that incorporates an array of courses in academic and employability skills, within three weeks of entry into a school.</i>	<p>VII-A:1 – Students will be assessed in small groups of three or less. If individual assistance is needed, such support will be provided. Visual and auditory applications will be used to accommodate poor readers.</p> <p>VII-A:2 – Students will be scheduled for equal time periods and will work on an individual basis at an individual pace.</p> <p>VII-A:3 – If students are not achieving at the anticipated rate, special accommodations will be made.</p>	<p>VII-A:1 – Each student will take part in an electronic computer assisted program to determine academic and vocational performance levels</p> <p>VII-A:2 –Students will participate in the computer assisted instruction in academic and employment areas for a minimum of 45 minutes to 1 hour per week.</p> <p>VII-A:3 –Students will be expected to increase math and reading achievement levels by one year for each 31 hours of computer instruction.</p>
Objective VII-B: <i>Student achievement will be measured in the areas of academic and vocational skills on a quarterly basis.</i>	<p>VII-B:1 – Achievement data will consist of computer print-out of subject areas mastered; teacher observations; student skill and comfort in utilizing the technologies.</p> <p>VII-B:2 – Reports will be shared with the instructional team and case</p>	<p>VII-B:1 –Achievement data will be collected for each student on a monthly basis and the teacher will review computer assisted instruction achievements as the student works on a daily basis.</p> <p>VII-B:2 – Quarterly student achievement reports will be developed</p>

	<p>managers to reinforce the student's participation. Supplemental technologies; whiteboards; alphamats; digital cameras, etc. will enhance computer instruction.</p> <p>VII-B:3 – The A-TEAM will assess and design an individual plan for added assistive technologies and strategies in the classroom</p>	<p>by the teacher to determine the benefit of the instruction to the student.</p> <p>VII-B:3 – If the student is not progressing after program adjustments are made, the student will be referred to the A-TEAM for added interventions.</p>
<p>Objective VII-C: <i>Beginning February 2005, and ongoing thereafter, students will participate in shared learning programs with other students both within the DHS network and throughout the State of New Jersey.</i></p>	<p>VII-C:1 – Training will consist of the use of the cameras and equipment and also the skill needed to develop and present multi-media lessons infused with an array of technologies.</p> <p>VII-C:2 – Staff will be exposed to and become interested in video conferencing as an instructional tool and technique through frequent exposure and participation.</p> <p>VII-C:3 – Virtual trips, shared learning, student-to-student exercises and joint assignments will motivate students and expand the knowledge base.</p>	<p>VII-C:1 – A minimum of one instructional staff at each school will be fully trained to provide distance learning classes.</p> <p>VII-C:2 – All staff will participate in video conferencing sessions with the master teacher on a scheduled basis.</p> <p>VII-C:3 – Student learning will be expanded through video technologies.</p>
<p>Objective VII-D: <i>Curriculum supplements will be made available to students through the incorporation of a DirecTV Goes to School Program, beginning November 15, 2004.</i></p>	<p>VII-D:1 – Access to an array of education programs will benefit students.</p> <p>VII-D:2 – Emphasis will be placed on those programs and channels which closely correlate to the subject area and goals of Core Curriculum Content</p>	<p>VII-D:1 – Television will be incorporated into the classroom through the installation of a multi-satellite receiver at each school.</p> <p>VII-D:2 – Specific educational sequences will be selected for classroom access and as instructional supplements.</p>

	<p>Standards.</p> <p>VII-D:3 – Program selections are varied and offered in a multitude of settings and subject areas which can be aligned with daily lessons.</p>	<p>VII-D:3 – Selected educational program and services will be written into classroom lessons to promote student achievement.</p>
<p>Objective VII-E: <i>Specialized programs available through the Access NJ portal will be integrated into the district curriculum to reinforce learning and motivate students.</i></p>	<p>VII-E:1 – Demonstrations on the video portal and its application will be offered to all staff to raise interest and motivation.</p> <p>VII-E:2 – Access NJ provides a full array of education lessons in many subject areas and in a variety of environments.</p> <p>VII-E:3 – Students will broaden their learning environment and be linked to other students throughout the world.</p>	<p>VII-E:1 – The schools within the DHS-OOE will be fully linked to the Access NJ video portal by July 30, 2004.</p> <p>VII-E:2 – Staff will be oriented to the Access NJ website and will review programs which are offered to schools.</p> <p>VII-E:3 – Staff will follow established OOE and Access NJ protocols for participation in the video portal programs.</p>
<p>Objective VII-F: <i>The use of the internet as a learning tool will be emphasized in all curricular areas beginning September 15, 2004.</i></p>	<p>VII-F:1 – Education applications for internet use will be a topic for training and will be followed by periodic e-mails to staff which call attention to new websites or programs.</p> <p>VII-F:2 – Students will experiment with the internet and its wealth of information for both educational and personal growth.</p>	<p>VII-F:1 – Staff will be fully trained in the use of the internet as an instructional tool.</p> <p>VII-F:2 – Students will use the internet for specific research and general information.</p>

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL VIII: Students will have access to a range of community-based programs that provide vocational training, tutoring and high school completion courses.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective VIII-A: <i>Community-based sites will be connected to the OOE's education network and resource directory.</i>	<p>VIII-A:1 – Technology staff will work with Access NJ to plan for the program addition; will seek added funds for equipment and software, and will include the new site in the upcoming Universal Services Fund application.</p> <p>VIII-A:2 – Students and staff will be fully capable of benefiting from worldwide education through technology.</p>	<p>VIII-A:1 – As new community based programs develop, the OOE technology staff will seek resources and design a system for adding the site to the network and training new staff.</p> <p>VIII-A:2 – Each new site will be part of the DHS-OOE network within three months of opening.</p>
Objective VIII-B: <i>Computers and video conferencing equipment will be made available to each program.</i>	VIII-B:1 – In the event that new resources are not immediately available, technologies will be transferred to the next to ensure equity among students.	VIII-B:1 – Within six months of the opening of a new school, computers and video conferencing equipment will be made available.
Objective VIII-C: <i>Program models will be developed as appropriate to each of the students.</i>	<p>VIII-C:1 – Data will be collected on students'; staff will have input into program model and resources will be examined to maximize the program impact.</p> <p>VIII-C:2 – Specific strategies for assessment, instructional and training will be geared to the site population but</p>	<p>VIII-C:1 – A review of the projected population for each new school will be done to assure program appropriateness and adequacy.</p> <p>VIII-C:2 – A program plan will be developed by OOE staff for each new school, that includes assessment,</p>

	will follow the general framework developed for all OOE programs.	instruction and training.
Objective VIII-D: <i>A technology infused curriculum will be implemented within each of the sites.</i>	VIII-D:1 – Various technologies will be applied to student lessons, both individual and group.	VIII-D:1 – Students will be provided with a curriculum which promotes technology skill development and facilitates the achievement of Core Curriculum Content Standards.

**DEPARTMENT OF HUMAN SERVICES
OFFICE OF EDUCATION
THREE YEAR IMPLEMENTATION STRATEGIES/ACTIVITIES**

GOAL IX: The Technology for Life and Learning Center will expand its technology services to include “at risk” assessments and services.

OBJECTIVE	IMPLEMENTATION STRATEGY	IMPLEMENTATION ACTIVITY
Objective IX-A: <i>“A-TEAM” assessments will be administered to referred students in areas of vocational readiness and educational diversity.</i>	<p>IX-A:1 – Individual evaluations will consist of assessment in learning diversity, academics and vocations.</p> <p>XI-A:2 – Assistive technologies can be recommended for the student only or for the entire class in which the student is enrolled. All students will benefit.</p>	<p>IX-A:1 – Students who are not severely disabled but are not performing to anticipated capacity will be referred to the A-TEAM for evaluation.</p> <p>XI-A:2 – An assessment report will lead to recommended assistive technologies which will promote achievement.</p>
Objective IX-B: <i>Students will be provided with appropriate technologies which are appropriate to their needs and will facilitate individual achievement.</i>	IX-B:1 – Appropriate technologies may be white boards, smart classrooms, specific software program, large screen monitors, audio and visual software components, etc.	IX-B:1 – The A-TEAM will assure the proper use of the technology in the classroom.
Objective IX-C: <i>Prescribed student technologies will be implemented into the classroom environment through the hands on technical assistance of an “A-TEAM” staff member.</i>	IX-C:1 – The A-TEAM staff will demonstrate technology uses in the classroom; will offer hands-on assistance to teachers and students and will “trouble shoot” equipment and software problems.	IX-C:1 – Teacher training and student utilization will be reinforced through periodic in-class mentoring by an A-TEAM staff member.

PART V
FUNDING PLAN

PART VI
PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

The DHS-OOE is committed to the strategic planning for the state-wide professional development goal:

Goal Statement: To cultivate a qualified, talented, committed workforce by engaging in continuous staff development thereby enabling workers to provide the best services to our students.

This goal has driven the development and implementation of previous professional development plans and will continue to motivate and guide the development of future plans. It has been noted from staff surveys that professional development has direct impact on teaching practices and student achievement. Some of the reported benefits to the OOE's professional development programs have been reported to :

- promote competency in collaboration, assessment and instruction;
- provide a mechanism for the sharing of ideas in the implementation of the Core Curriculum Content Standards;
- provide innovative ways and enhanced creativity in the performance of routine tasks;
- offer staff opportunities to re-evaluate current strategies and implement new ones to facilitate the completion of goals;
- promote collegial interactions;
- expand staff knowledge bases;
- increase motivation to enroll or participate in additional training courses and programs; and
- staff felt more empowered to support new technologies in teaching and student learning for a better classroom environment

VISION STATEMENT:

The New Jersey Department of Human Services' organizational vision statement is:

“Transforming the New Jersey Department of Human Services into an organization driven by the needs of individuals and families, partnering with others to assure the delivery of a seamless array of supports and services, to make a positive impact on the life of each person touched by our efforts.”

The OOE's Professional Development responsibility, in this vision statement, is to bring instructional staff to a level of knowledge and expertise that empowers them to enhance their personal and professional skills. This process should develop a school culture that fosters continuous improvement in a safe learning environment and that challenges traditional roles and relationships among educators, support staff, students, parents/guardians and

community. The process focuses on enhanced student learning and reflects professional development standards.

The OOE's Professional Development Plan is developed annually by instructional and supervisory staff and emphasizes the priority topics identified by the staff. A variety of strategies are utilized to assure a comprehensive delivery system for the Plan. The following are some of those strategies:

- In-class mentoring
- In-house curriculum activities/development
- Workshop presentations
- Technology assisted instruction
- Video conferencing

For staff holding educational certifications, the OOE adheres with those state Professional Development standards as appearing in N.J.A.C.

1. Enhances knowledge of subject content and compensatory skills.
2. Improves understanding of academic, social, emotional and physical needs of each learner and ensure that educators utilize appropriate teaching skills to enable students to meet or exceed their potential.
3. Reflects best interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning and leadership.
4. Encourages educators to develop a variety of classroom-based assessment skills.
5. Provides for integrating new learning into the curriculum and the classroom
6. Is based on knowledge of adult learning and development
7. Is periodically assessed to show its impact on teaching practice and/or student learning standards for required professional development of teachers
8. Results from clear, coherent strategies planning that is embraced and supported by the New Jersey Department of Human Services' governing body and by all levels of its education system
9. Develops a learning environment that fosters continuous improvement and that challenges traditional roles and relationships among educators.
10. Empowers educators to work effectively with parent and community partners.

TEACHER ACCESS TO EDUCATIONAL TECHNOLOGY:

All instructional staff have access to a variety of technologies in the classroom. Each staff has a desktop computer within the class and each teacher has access to a laptop computer. Additionally ICD projectors are in each class as well as airport hubs.

Every instructional and supervisory staff within the OOE network is able to access computer technology throughout the instructional day.

During 2004, each classroom became part of the OOE's network, which connects all schools to the OOE and to the Access New Jersey portal. In addition to this ATM system, the OOE has made it possible for each school to have ISDN access so that they may connect without traveling through the portal.

Within the next year, all teachers will have access to video cameras within their schools.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS:

School administrators understand the commitment of the OOE to promote the use of technology within each of the schools and given that fact, they understand the importance of their participation in professional development programs. Administrators are assessed, along with instructional staff, in their current technology skill status. Each is then scheduled to take part in training sessions which begin at their level of accomplishment and move them further along.

Additionally, separate training sessions are held expressly for supervisors. These sessions stress the necessity of motivating staff to incorporate technology in the classroom and provide specific information on strategies, conferences, web-based information etc. The OOE administration, recognizes that the site supervisor must be committed to implementing all aspects of technology in order that it impact positively on students.

Materials are routinely disseminated to school supervisors, which demonstrate the successes of technology integration and learning. The OOE Technology staff offer periodic training programs for school supervisors and provide in-school hands on assistance as a follow-up.

SUMMARY OF TEACHER PROFICIENCIES IN TECHNOLOGY:

The OOE employs approximately 300 instructional staff within its schools. Teachers are widely diversified in their ability to use technologies and in their ability to integrate those technologies within the classroom.

The following chart represents the range of skill within this cadre of staff.

SKILL AREA	PERCENTAGE OF STAFF	LEVEL
Knowledge of how technology systems function	73%	Beginner/Intermediate
Review and select appropriate tools & technology for specific activities	67%	Beginner/Intermediate
Ability to access and use technology materials and to retrieve/manage information	94%	Beginner/Intermediate
Ability to access and research via software and	84%	Beginner/Intermediate

internet		
Ability to use keyboarding, word processing, spreadsheets in presenting and printing	73%	Beginner/Intermediate
Explain and use technology in completing assignments	68%	Beginner/Intermediate
Ability to create and manage databases	25%	Beginner/Intermediate
Use technology in problem solving, collection of data and decision making	22%	Beginner/Intermediate
Ability to analyze and interpret data	22%	Beginner/Intermediate
Ability to launch an Internet provider	98%	Beginner/Intermediate
Ability to redirect the browser	95%	Beginner/Intermediate
Ability to do a complete search	84%	Beginner/Intermediate
Use e-mail as a means to contact and respond to others	98%	Beginner/Intermediate
Ability to print in various formats	95%	Beginner/Intermediate
Ability to explain problems associated with various connections	15%	Beginner/Intermediate
Ability to understand the application of the video camera as an education tool	18%	Beginner/Intermediate
Ability to use a video camera in a point to point broadcast	0%	To Be Determined
Ability to connect multiple sites in a video conferencing session	0%	To Be Determined
Ability to design and present lesson plans through distance learning	0%	To Be Determined

PROFESSIONAL DEVELOPMENT BARRIERS:

As with many school districts, the OOE faces the familiar obstacles that surround the scheduling of staff development programs. It is often difficult to arrange blocks of time for comprehensive training programs. Most training needs to be delivered to individual or small groups of teachers or must be done within a short time frame.

This obstacle is largely overcome by offering a variety of strategies for professional development, which include those that are internet based, individualized software, in-class mentoring and technical assistance as well as small and large group sessions. In the near future, video-conferencing training programs will be delivered.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES PLANNED FOR 2004-2007:

Professional development plans will be developed and implemented for each of the three years of this current plan, based upon a staff needs assessment of technology skills. After each assessment, a priority list of training needs will be developed and planned. Each need will be met through the utilization of various methods and strategies. Specific Technology Training Plans will, therefore, be developed annually.

However, in keeping with the overall direction of the Plan and in keeping with the last staff assessment of technology standards, many training sequences are indicated.

PROPOSED PLAN:

Training will be offered in a variety of technology areas and at various levels, each of which will correspond to the proficiency levels of staff members. The following activities are planned:

- A high impact course in technology use and applications will be offered to each instructional staff member.
- Each staff member will be able to perform basic computer applications: word processing, excel, etc.
- Staff members will be able to use the internet as an information and resource tool and will be able to direct students in the use and applications of the internet as they pertain to the Core Curriculum Content Standards.
- Staff members will be able to develop a lesson plan in which a particular technology skill is integrated into the student's curriculum.
- Produce technology-based lesson plans which are integrated into subject matter curriculum. These lesson plans will be bound and disseminated for use among all instructional staff.
- Staff will positively impact student by assuring that they are competent in technology usage and that their learning is facilitated via curriculum integration.

TRAINING ACTIVITIES:

- Instructional staff members will have access to technology training sessions offered by the DHS-OOE.
- Instructional staff will have access to personalized compact disc training and technical assistance which will be available at each school for staff.
- Staff will have access to technology training through internet courses.
- Staff will have continued support of telephone assistance available by DHS-OOE.
- Instructional staff will also have personalized continued training and support in curricular integration available from the OOE Curriculum integration staff.
- Staff will have access to orientation and continued training in video conferencing use and curricular integration.

PROCESS TO IDENTIFY, MODIFY AND INFUSE THE CORE CURRICULUM CONTENT AREA

The DHS-OOE has specified three goals within its Technology Plan which are directly dependent upon the modification and technology infusion of curriculum. These goals are:

Goal IV: An Intra-office technology work group will assure that technology is applied to the classroom and appropriate to students.

Goal VI: Assess the computer training needs of students as they relate to the Core Curriculum Content Standards for technology literacy and provide instruction in each of those areas.

Goal VII: Students will demonstrate achievement in functional academic, vocational and interpersonal skills through the use of technology-based instruction.

Step I: The Program Coordinator will meet with the Intra-office technology work group to determine which curriculum area is most basic to the needs of our students and to set timelines and outcomes for the completion of that curricular area.

Step II: A Curriculum Committee that includes school supervisors, teachers within the specific content area, program specialists and a host of resources (which could be public or private companies, other educational entities or research based centers) to work with the Intra-office technology work group.

Step III: The Curriculum Committee will gather information relative to the content area, grade levels and special needs of students and will divide into smaller sub-groups so that each can focus on a particular level or unit of the curriculum. Multi-technology lesson plans will be developed for each of the teachers to actually utilize in class.

- Step IV:* The subgroups will meet as a full committee initially and every other month thereafter, to review and discuss their work. Refinements will be made by the full Curriculum Committee.
- Step V:* After all of the units for each grade level have been developed in terms of daily multi-technology lesson plans, and utilizing technology applications, the Curriculum Committee will compile all lesson plans and endorse the content area for the approval of the Director, Office of Education. Upon approval, the dissemination of the materials to all DHS-OOE educational programs will occur.
- Step VI:* Each of the content areas is scheduled to be completed within a six month period. Once the first area is completed, the Curriculum Committee will select the next content area to be infused.

HOW IS RELEVANT RESEARCH USED TO INTEGRATE TECHNOLOGY INTO CURRICULA AND INSTRUCTION, TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT, AS MEASURED BY NEW JERSEY'S CORE CURRICULUM CONTENT STANDARDS

Research associated with the positive impact of instructional technology, abounds in the literature. For the disaffected, at-risk students which comprise the population of the Department of Human Services, technology is of the most critical importance.

Within the DHS-OOE schools, technology research is ongoing with respect to student achievement in areas of Core Curriculum programs. As an example, instructional software is utilized in the area of literacy. Students are measured periodically to note progress in reading, spelling and writing.

Technology is also used to assess various levels of students' progress on a pre-post basis, as in the case of vocational readiness and overall achievement.

All forms of technology are infused into the curriculum rather than being taught separately. This strategy makes the technology skill pragmatic and aids in the development of content area.

PART VII
EVALUATION PLAN

EVALUATION PLAN:

The OOE Technology Plan (2004-2007) will be evaluated on an annual basis, in June of each year. The final evaluation report will be a result of information collected throughout the year on both the processes and outcomes of each objective. The report will include student progress in core curriculum areas; staff development activities and results; installation of new and expanded technologies within the schools and administrative office, and efforts made to infuse curriculum areas with educational technology.

Data will be collected quarterly and will be shared and reviewed by the In-house Technology Work Group as well as the Technology Committee. The final report will be prepared and disseminated to both committees, the Director of the Office of Education and will be posted on the OOE's website.

The evaluation process will include the following activities and outcomes;

- Review Plan objectives quarterly and redirect initiatives as indicated.
- Assess available technologies on the market and make recommendations for new and developing technologies, especially assistive technologies, which meet student's learning style and academic levels.
- Assess students within each program to assure that the technology and strategies in operation are appropriate to them.
- Administer pre and post assessments of technology competencies for students as they enter and exit the OOE educational system and assure that they have developed technology competencies commensurate with their ability and length of stay.
- Administer pre and post assessments of instructional staff before and after their participation in the Professional Development Training Program and address the impact of such training in the planning for subsequent years.
- Conduct staff surveys on their satisfaction level with the technology training sessions provided to them and have each staff member complete an evaluation of each training event.

- Assess student achievement in academic areas on a pre and post test basis to determine the level of achievement made as a result of computer assisted instruction and integrated curriculum.

The final evaluation of the Technology Plan initiatives will provide insights into the overall impact of technology instruction and training for both staff and students. The results will serve as an important source of program and achievement data and will provide a clear direction for future initiatives and the allocation of resources.

APPENDIX I

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